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ABSTRACT

This booklet is intended to facilitate the full participation of Minnesota parents of children with disabilities in the Individualized Education Program (IEP) process. The booklet begins with a brief discussion of what an IEP is and why it is needed. The guide then presents a copy of Minnesota's IEP form, with the form sections on the left hand page and explanatory information on the right hand page. Some of the categories of information explained are: parent/guardian information, the IEP meeting, program planning, periodic review of the IEP, transition program planning, adaptations in general and special education, behavioral interventions, special education and related services to meet goals and objectives, interagency services, the altered school day, placement determination and the least restrictive environment, activities with students without disabilities, and primary disability. Also included are the Minnesota Notice of Special Education Services and a grid for use in transition planning. (DB)

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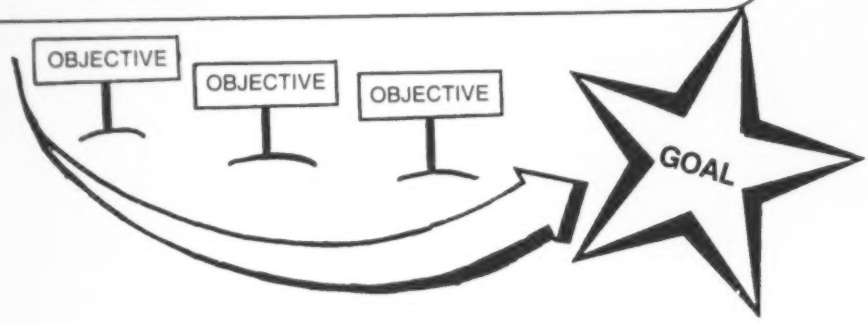
A Guide for Parents to the Individual Education Program (IEP)



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1995 - 1996

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A MESSAGE FOR PARENTS

Every child is unique and learns in different ways. Your child has been identified as having special education needs. Parents can play a major role in shaping the special education services their child receives.

This booklet is an attempt to make the Individual Education Program (IEP) easy to understand and to highlight the importance of your participation in developing it for your child. We hope this information will be helpful to you in carrying out your role as an equal member of your child's special education team.

WHAT IS AN IEP AND WHY IS IT NEEDED?

The IEP is the written plan for educating your child, created for your child and his or her needs. The development of the IEP is called for in federal law, the Individuals with Disabilities Education Act (IDEA), and Minnesota State Special Education Rules, Section 3525.2900. The IEP is a document that:

1. Summarizes results from the school's testing (assessment) that describe what your child can and cannot do (present levels of performance).
2. Identifies where your child needs help to be successful in school (specific instructional needs).
3. Explains how these services will be provided to your child (goals and objectives).
4. Describes measurements that will be used to determine whether your child is making progress.
5. Describes changes or modifications that are needed for your child in all school settings, including general education classes.
6. Describes, for those students who receive special education services for more than one-fifth of the school day, the opportunity to participate with children without disabilities.
7. Describes, for each service your child receives, the:

    a) Amount of time and frequency for the service
    b) Beginning date of the service
    c) Person(s) responsible for the service
    d) Location of the service
    e) Date for the review of the IEP

The purpose of the IEP meeting (conference) is to prepare and record a plan to meet the individual learning needs of your child. The plan should:

1. Allow your child to make reasonable progress;
2. Guide the staff in providing services;
3. Document the services the school district is committed to provide.

Parents, guardians, and surrogate parents have the right to ask to have information explained to them in non-technical terms. Parents know their own child's strengths and weaknesses and should discuss them with the IEP team. Parents should help develop the goals that will enable their child to become as independent as possible.

The IEP form used here is one developed by the State of Minnesota. It is used by most school districts in the state. If your school district uses a different IEP form, it will have many similarities to the form shown in this guide.

The IEP document is the cornerstone of the special education process and the key to services your child receives. It is important that parents understand their child's Individual Education Program and take an active role in its development.

In this booklet, the only portions of the IEP described are those that may need explanation. Descriptions are not given for items that are clear or self-explanatory.

ED-01878-03

Dates
IEP Meeting:
IEP Written:
Periodic Review Due:
Last Comprehensive Assessment:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A. PUPIL INFORMATION

Pupil's Name	Sex M F	Grade	Birthdate	ID Number

Street Address City, State, Zip	Native Language / Primary Communication Mode	
School of Enrollment	School Telephone ( )	School District Number
Pupil's Permanent Resident Address		Resident District Number

B. PARENT / GUARDIAN INFORMATION

Name(s) of Parent(s)	Home Telephone	Daytime Telephone
Parent's Address (if different)	Native Language/Primary Communication Mode	School District Number

Guardian(s) / Surrogate Parent(s) Name(s) ❑ Guardian(s) ❑ Surrogate Parent(s)

Guardian(s) / Surrogate Parent(s) Address (if different)	Home Telephone	Daytime Telephone

C. IEP INFORMATION

IEP Manager Name	Telephone Number	IEP Type ❑ Initial ❑ Annual ❑ Interim

D. IEP TEAM MEETING

Title	Names of All Team Members	Indicate Attendance
Parent		❑ Yes ❑ No
Parent		❑ Yes ❑ No
Pupil		❑ Yes ❑ No
Representative of School District		❑ Yes ❑ No
Special Education Teacher		❑ Yes ❑ No
General Education Teacher (K-12 Only)		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No

Copies: Due Process File
Parent
IEP Manager

Accompanies page 1 of the IEP

DATES:
IEP Meeting: Date the IEP meeting was held.
IEP Written: Date of the IEP conference, or a few days later if it takes extra time to complete the written plan.
Periodic review due: The scheduled time when school staff review the pupil's progress toward meeting IEP goals. *If parents wish to be included in this process, they should state that desire in writing to the IEP manager.*
Last Comprehensive Assessment: Date of the most recent full assessment (evaluation).

A. INFORMATION ("Pupil" means a student eligible for special education services)

Grade: The grade your child is in when the IEP was written. For students under five, either pre-K (Pre-Kindergarten) or ECSE (Early Childhood Special Education) is usually listed.
Identification Number (ID#): The school will fill in this number, which is used for record keeping.
Native Language / Primary Communication Mode: The language spoken in the family and the language that the pupil generally uses to communicate, including sign language.
School of Enrollment: The name of the school building a pupil will attend when the IEP is implemented.
School District Number: The identifying number of the school district the pupil attends.
Resident District Number: The district where the pupil's parents live, if different from the pupil's attendance district.

B. PARENT/GUARDIAN INFORMATION

The parent, guardian, or surrogate parent should be sure the following information is up-to-date. (A "parent" means a child's natural parents or a relative acting in that role. A "guardian" is a person appointed through court procedures. A "surrogate parent" is a person appointed by the school through special education procedures and who represents the child in decisions involving education services.)

Parents, guardians, and surrogate parents are the only people who can legally sign an IEP unless the pupil is over 18 and is acting on his or her own behalf.

Parents who do not have legal custody, but whose parental rights have not been terminated, retain their rights to receive information from the school, participate in program planning, and attend school conferences.

C. IEP INFORMATION

IEP Manager Name: The special education teacher or related services staff, sometimes called a case manager, is the person who coordinates your child's program and sees that it is carried out. This person must be a member of the IEP team. The IEP manager is the person who arranges the IEP meetings, and sends out notices. Parents should contact the IEP manager if they have questions about their child's IEP.

IEP type:

- **Initial IEP:** An *initial* IEP is the first IEP written for a pupil.
- **Annual IEP:** An *annual* IEP is written for one calendar year. Services are not generally provided in the summer months, unless the pupil has an extended school year program.
- **Interim IEP:** An *interim* IEP is written for up to 60 days while the team determines the appropriateness of the placement, or resolves questions about IEP content.

ED-01878-03

Dates

IEP Meeting:

IEP Written:

Periodic Review Due:

Last Comprehensive Assessment:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A. PUPIL INFORMATION

Pupil's Name	Sex M F	Grade	Birthdate	ID Number

Street Address City, State, Zip	Native Language / Primary Communication Mode	
School of Enrollment	School Telephone ( )	School District Number
Pupil's Permanent Resident Address		Resident District Number

B. PARENT / GUARDIAN INFORMATION

Name(s) of Parent(s)	Home Telephone	Daytime Telephone
Parent's Address (if different)	Native Language/Primary Communication Mode	School District Number

Guardian(s) / Surrogate Parent(s) Name(s) ❑ Guardian(s) ❑ Surrogate Parent(s)

Guardian(s) / Surrogate Parent(s) Address (if different)	Home Telephone	Daytime Telephone

C. IEP INFORMATION

IEP Manager Name	Telephone Number	IEP Type ❑ Initial ❑ Annual ❑ Interim

D. IEP TEAM MEETING

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Parent		❑ Yes ❑ No
Parent		❑ Yes ❑ No
Pupil		❑ Yes ❑ No
Representative of School District		❑ Yes ❑ No
Special Education Teacher		❑ Yes ❑ No
General Education Teacher (K-12 Only)		❑ Yes ❑ No
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		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No
		❑ Yes ❑ No

Copies: Due Process File
Parent
IEP Manager

IEP TEAM MEETING: PARENTS NEED TO KNOW

- According to law, parents must be invited to attend their child's IEP team meeting. If you cannot attend at the scheduled time, you have the right to have the conference rescheduled to a time mutually agreeable to you and the school district.
- Your child should be invited when it is appropriate. Including the child or adolescent helps the child to learn self-advocacy and how to understand his or her educational needs.
- If a pupil is in grade 9 or is age 14 or older, he or she must be invited to the conference. If the pupil does not attend the meeting, the school staff must find a way to ensure that the pupil's preferences and interests are considered.
- Parents can request that other school personnel be invited.
- For a pupil below kindergarten age, the conference team must include the same people with the exception of any general education teacher.
- School districts must provide an interpreter for parents who use sign language or whose primary language is not English.
- Parents should feel free to bring anyone they choose to a conference, such as a relative, friend, advocate, medical person, or anyone knowledgeable about the race, culture, or disability of their child. It is a good idea to inform the school if you are planning to bring someone with you.
- If "conditional behavioral intervention" procedures are being considered, a person knowledgeable about ethnic and cultural issues relevant to the pupil's behavior and education must be included.

D. IEP TEAM MEETING

This section lists the names of all persons who attend, or who are expected to attend, the IEP planning meeting. It is required that at least four people be present and sign the form to indicate their attendance as members of the IEP conference team:

1. A parent, guardian, or surrogate parent
2. A representative of the district, other than the child's teacher, who is qualified to provide or supervise the provision of special education.
3. At least one special educator.
4. At least one general education teacher.

For pupils who are in the ninth grade or age 14 or older, the law requires that the school invite them to all IEP meetings to participate in their IEP development.

Look for HONORABLE INTENTIONS...

PARENTS want son or daughter served well

PROFESSIONALS want to provide best service

Pupil's Name _____ ED-01878-03

E.1 PROGRAM PLANNING

Carefully consider and document data from all sources in the areas of presenting problems:
(Include information and observations provided by parent(s) and pupil.)

- ❑ Intellectual/Cognitive Functioning
- ❑ Academic Performance
- ❑ Communication
- ❑ Motor Skills
- ❑ Sensory Status
- ❑ Health/Physical Status
- ❑ Functional Skills
- ❑ Emotional, Social, and Behavioral Development

For pupils by grade 9 or age 14 or older, use section E.2 (Transition Program Planning).

For the initial assessment or reassessment, the present level of performance statements in the Assessment Summary Report may be attached to the IEP.

Present Level of Performance Area:

Pupil-Based Need:

Annual Goal:

__of __Goals

Objectives:	**Progress:**

F.1 PERIODIC REVIEW OF INDIVIDUALIZED EDUCATION PROGRAM

Date: _____ **The following is the status of the pupil's Individualized Education Program:**

- ❑ Meets pupil's current needs and will be continued without changes.
- ❑ The nonsignificant changes listed below will be made without an IEP meeting unless you contact us.
- ❑ Does not meet pupil's current needs and the significant changes proposed below require a revised IEP. We will be in contact soon to schedule a meeting.

Note to Parent(s): You are entitled to request a meeting to discuss the results of this review.

Accompanies Page 2 of the IEP

E.1. PROGRAM PLANNING

The purpose of this section is to describe what your child can do at the time of testing. It should summarize your child's strengths and needs in each of the performance areas listed where the pupil has problems. The information should be presented in brief, understandable statements. In preparing for the IEP meeting, parents may request a copy of the *Assessment Team Summary Report*, which contains more detailed information about the assessment.

- The Present Levels of Performance section will have summary statements of your child's functioning in assessed areas and should be updated each year.
- When completed, this section is the foundation for identifying each area that requires special instructional services. It should describe how your child is functioning in school, at home, and in other settings.
- Your child's strengths, weaknesses, and interests should be described and used as the basis for planning an educational program.
- If your child is in grade 9 or is age 14 or older, you will use page 3 of the IEP (section E.2) to develop a transition program, rather than using section E.1, Program Planning. However, the strengths and needs in any of the eight areas listed under E.1 in which your child has problems will be used as the foundation for building a transition educational plan. A Transition Planning Grid on the last page of this booklet may be helpful in understanding how needs from Section E.1 apply to the five areas of transition planning under E.2.

Present Level of Performance Area: This section will have summary statements of your child's functioning in assessed areas, and should include strengths as well as weaknesses. From this information, special education instructional needs are identified.

Pupil-Based Need: From the present levels of performance statements in the IEP, the team will determine the pupil's needs. They are written into this section, and will provide the basis for the development of the annual IEP goals. It is important that parents and schools agree on a pupil's needs, since specialized instructional services result from identified needs.

Annual Goal: Every goal should be directly related to assessment results as described in the Present Levels of Performance statements and in the statements of pupil-based needs. Goals are statements that describe what a child can reasonably be expected to accomplish within a calendar year. Goals should have three components. They are:

1. The direction of the change.
2. The skill to be changed.
3. The expected annual level of performance (what the teachers anticipate the pupil will have learned by the IEP renewal date).

There must be a direct relationship between present levels of performance, pupil-based needs, and IEP goals.

PROGRAM PLANNING: PARENTS NEED TO KNOW

- The "present levels of performance" section of the IEP provides a snapshot of your child at a particular time and place.
- This information will change from year to year—as your child grows.
- Parents should check to be sure that the description of needs fits their child. IEP goals will be written based on the needs.
- Some needs may remain over a long period of time.
- Parents are equal members of the IEP conference planning team.
- Parents have important information about their child they need to share.
- Parents and the school may see the same child in different ways.
- Parents may request discussions of any concern.

Pupil's Name _____ ED-01878-03

E.1 PROGRAM PLANNING

Carefully consider and document data from all sources in the areas of presenting problems:
(Include information and observations provided by parent(s) and pupil.)

- ❑ Intellectual/Cognitive Functioning
- ❑ Academic Performance
- ❑ Communication
- ❑ Motor Skills
- ❑ Sensory Status
- ❑ Health/Physical Status
- ❑ Functional Skills
- ❑ Emotional, Social, and Behavioral Development

For pupils by grade 9 or age 14 or older, use section E.2 (Transition Program Planning).

For the initial assessment or reassessment, the present level of performance statements in the Assessment Summary Report may be attached to the IEP.

Present Level of Performance Area:

Pupil-Based Need:

Annual Goal:

__of __Goals

Objectives:	**Progress:**

F.1 PERIODIC REVIEW OF INDIVIDUALIZED EDUCATION PROGRAM

Date: _____ **The following is the status of the pupil's Individualized Education Program:**

- ❑ Meets pupil's current needs and will be continued without changes.
- ❑ The nonsignificant changes listed below will be made without an IEP meeting unless you contact us.
- ❑ Does not meet pupil's current needs and the significant changes proposed below require a revised IEP. We will be in contact soon to schedule a meeting.

Note to Parent(s): You are entitled to request a meeting to discuss the results of this review.

Accompanies Page 2 of the IEP

Objectives: IEP Objectives provide benchmarks for evaluating progress toward meeting annual goals. Objectives are the measurable steps between the child's Present Levels of Performance and the achievement of the goals. There are four components to each objective: 1. **Condition:** Circumstance under which an expected behavior is to occur, 2. **Behavior:** Identification of the specific behavior the pupil is to exhibit, 3. **Criteria:** Acceptable performance level for the behavior, and 4. **Measurement:** Procedures used to evaluate performance.
Example of an Objective:

- **Condition:** *Given a subject provided by the teacher*
- **Behavior:** *Mark will write a twelve sentence essay*
- **Criteria:** *with 90% accuracy in grammar and spelling*
- **Measurement:** *as measured on his daily assignment chart.*

The outcome should be student-based, which means that the learning is measured by observable changes over a period of time. Objectives should be **SMART**:

Specific **Measurable** **Attainable** **Relevant** **Teachable**

F.1 PERIODIC REVIEW OF INDIVIDUALIZED EDUCATION PROGRAM

This section is used by school staff to monitor progress made toward the goals and objectives. It is usually completed about six months after IEP goals are agreed upon. The outcome of this review has three possibilities:

- **Continuation:** If the pupil is progressing as planned, the goals and objectives will be continued.
- **Nonsignificant changes:** Modifications in the IEP the school does not consider significant will be made without an IEP meeting. These modifications will be listed in this section. If parents believe these changes are significant, they should contact the school immediately.
- **Significant changes:** A revised IEP must be written when significant changes in the student's program are needed. "Significant changes in program or placement" means:

1. The IEP goals have been met by your child, or require modification,
2. There is a need to add or delete a service,
3. There is a change in the type of site and setting in which your child receives education,
4. The amount of time your child spends with peers without disabilities is changed,
5. The amount of special education to accomplish the goals and objectives needs to be increased, or
6. The team determines there is a need for a conditional behavioral intervention procedure.

PERIODIC REVIEW: PARENTS NEED TO KNOW

The school is not required to automatically include parents in the periodic review of an IEP. If you wish to be included in the periodic review of your child's IEP, ask to be invited to the review when you are at the IEP planning meeting. Be sure to follow up your request with a written note to the IEP manager.

 Pupil's Name _____

E. 2	TRANSITION PROGRAM PLANNING
Transition Areas *(All areas must be addressed.)*	❑ Jobs and Job Training ❑ Recreation and Leisure ❑ Post-Secondary Education and Training ❑ Home Living/Daily Living Skills ❑ Community Living, Experience, and Participation
Future Outcome/Goal:	
Present Level of Performance:	
Needs: (Must address instruction, community experience and development of employment and post-school adult objectives; may include daily living skills and functional vocational assessment.) *(If no need in any mandated areas, provide rationale.)*	
Activities for Future Outcome/Goal: *(Identify who is responsible for each activity.)*	**Progress:**
Instructional Annual Goal: __of __Goals	
Objectives:	**Progress:**
Instructional Annual Goal: __of __Goals	
Objectives:	**Progress:**

Accompanies Page 3 of the IEP

E.2 TRANSITION PROGRAM PLANNING

Transition Area: The five areas of transition program planning: 1. jobs and job training, 2. recreation and leisure, 3. post-secondary education and training, 4. home living/daily living skills, and 5. community living, experience, and participation, all need to be addressed by the team when a pupil reaches grade 9 or age 14. This transition planning will also incorporate the "pupil-based needs" from any of the eight "present levels of performance" areas (from page 2 of IEP Section E.1) as the team looks to the future in each area.

Future Outcome / Goal: Your child or adolescent needs to identify his or her post-school outcomes, or what he or she wants to do after high school. This will generally be an "I" statement, such as, "I want to live in my own apartment." This may change from year to year as your son or daughter matures.

Present Level of Performance: Next, the young person and the team will establish the Present Levels of Performance in each of the five transition areas on the IEP, based on observations, assessments, interviews, etc. In the Home Living / Daily Living area, for instance, this might result in a statement such as "I live at home with my parents and two sisters. I help take care of the house. I clean my room, wash dishes, and vacuum. I wash my own clothes." This information may be combined with information from observations or assessments.

Needs: When the team sees a transition need, it must be documented. If the team sees no need in a transition area, a statement to that effect and reasons supporting the statement should be written, such as "the team feels that Bob does not have needs in this area because he has skills at the same level as his peers." On the other hand, an example of a needs statement could be, "I need to get my chores done on time, and I don't know how to cook many things...."

Activities for Future Outcome / Goal: Activities are actions to assist pupils in meeting future outcomes. They are different from objectives because they usually do not measure instruction. Activities must be determined individually. Examples might include applying for services from the Division of Rehabilitation Services, visiting area colleges, calling for information about low income housing, or opening a checking account.

Instructional Annual Goal and Objectives: Instructional goals and objectives are needed when assessment demonstrates that a pupil does not have the necessary skills to attain his or her future goals. These instructional goals and objectives identify skills which need to be learned, and have the same requirements as other goals and objectives. An example might be to learn to keep a homework schedule for school, and a chore schedule for home. Or, the goal could relate to improving a specific academic skill that is needed in order to meet a future outcome to live independently or have a job.

Transition services are not all necessarily written in annual goals and short-term objectives, since these are not appropriate for all kinds of services. It is, however, good practice to plan many services using goals and objectives, since that will allow everyone to see future directions and measure progress.

NOTE: The future outcome or goal does not have to be written into any particular format, or include particular information. In fact, it may be written in the pupil's own words, beginning with "I." A future outcome or goal in the area of post secondary education may be "I want to become a cook in a good restaurant." The last page of this booklet contains a grid which may be useful in determining how the special education needs of a pupil can be incorporated into the five transition areas, focusing on what the pupil has expressed as a desired future outcome.

Pupil's Name _____

G. ADAPTATIONS IN GENERAL AND SPECIAL EDUCATION

Describe accommodations, including supplemental aids and services to be used in general and special education, that will be made available to permit successful education of the pupil (e.g., grading, credits, staff, transportation, facilities, materials, equipment, technology, adaptive devices, curriculum, methods, coordination of support services, vocational services and equipment, and other services):

Describe any high school graduation requirements which need to be modified for this pupil.

H. BEHAVIORAL INTERVENTIONS

Can the pupil follow the school district and building discipline policy? ❑ Yes ❑ No
(Note adaptations in Section G.)

Is a conditional behavioral intervention procedure needed? ❑ Yes ❑ No
Describe in accordance with M.R. 3525.2900 Subp. 3.G and 5.A.(1).

I. SPECIAL EDUCATION AND RELATED SERVICES TO MEET GOALS AND OBJECTIVES

Instruction or Service Provided	Site	Name of Service Provider	Frequency Per Week	Total Minutes Per Week		Service	
				Indirect	Direct	Start Date	Anticipated Duration
General Education		[redacted]					

Are extended school year services required for this pupil? ❑ Yes ❑ No
(If yes, attach extended school year justification as described in M.R. 3525.2900 Subp. 1.G.)

J. INTERAGENCY SERVICES

Agency Name	Name of Service Provider & Telephone Number	Frequency	Start Date	Duration	Interagency/Organization Linkages (identify funding, responsibilities, etc.)

Accompanies Page 4 of the IEP

G. ADAPTATIONS IN GENERAL AND SPECIAL EDUCATION

This section focuses on modifications that will be made to accommodate the pupil in regular classes and in special education settings. Specific descriptions are needed for all settings, and should include equipment, adaptive technology devices, extended time, grading systems, etc. **Some examples are:**

A change in grading concept: "Robert will be graded on the same scale (A-F) as other students in his class, but the grade will be based on his level of effort rather on the curriculum objectives for all students. The responsible person will be the classroom teacher."

Additional support staff: "Jennifer will have an aide available to work with her in special or general education settings when her behavior interferes with her learning or the learning of other students. The responsible person will be the special education coordinator and the general education teacher."

Modifications in transportation and equipment: "Greg will be transported to and from school and school activities by a vehicle with a lift to accommodate his wheelchair. Responsible persons are the IEP manager and the director of transportation services."

Graduation Standards: "The school district's graduation requirements apply to Melissa, with the exception of English and Science. Successful completion of goals #2 and #3 in this IEP will substitute for the district's requirements. Responsible persons are the Learning Disabilities teacher, Earth Science, and English teacher."

H. BEHAVIORAL INTERVENTIONS

This section is used to document the IEP team's determination about whether a pupil is able to follow the regular school rules as written. Before the team meets, parents should be mailed a copy of all written district, school, or classroom rules for consideration. At the IEP team meeting, the team will discuss all the rules and determine whether the pupil is able to follow their provisions. The team will eliminate or modify any rules that are not appropriate because of the pupil's disability, and write those modifications into Section G. of the IEP, ADAPTATIONS IN GENERAL AND SPECIAL EDUCATION, or into a separate behavioral intervention plan that is attached to the IEP. The pupil should also have goals on the IEP that reflect the need for behavioral change.

A "conditional behavioral intervention procedure" is one that can be used only if included as part of a pupil's IEP, or in an emergency. If a conditional procedure is included in the IEP, its use must be discussed in advance with parents, and they have the right to refuse the use of the procedure with their child. Conditional procedures include the use of physical restraint, mechanical or locked restraints, seclusion time-out (where the pupil is placed in an isolation room or similar area), and the temporary delay of meals or water not to exceed 30 minutes.

GRADUATION STANDARDS: PARENTS NEED TO KNOW

- A student with disabilities may remain in school to the age of 22 or the completion of high school.
- Upon graduation or the finish of special education services at age 22 with satisfactory achievement of all program plan objectives, a student with disabilities shall receive a high school diploma identical to the diploma granted to general education students.
- For secondary school-age pupils, it is important to discuss issues involving graduation. Parents will want to know how long their child will remain in school in order to plan for meeting the requirements for a high school diploma.
- The team should discuss:
  - Which graduation requirements are appropriate and can be fulfilled without special education instruction;
  - Which graduation requirements are not appropriate or cannot be achieved without special education services or modifications in the regular education environment / curriculum; and
  - How the goals and objectives in the IEP (when satisfactorily completed) will be used to meet the requirements needed to earn a high school diploma.

Pupil's Name _____

G. ADAPTATIONS IN GENERAL AND SPECIAL EDUCATION

Describe accommodations, including supplemental aids and services to be used in general and special education, that will be made available to permit successful education of the pupil (e.g., grading, credits, staff, transportation, facilities, materials, equipment, technology, adaptive devices, curriculum, methods, coordination of support services, vocational services and equipment, and other services):

Describe any high school graduation requirements which need to be modified for this pupil.

H. BEHAVIORAL INTERVENTIONS

Can the pupil follow the school district and building discipline policy? ❑ Yes ❑ No
(Note adaptations in Section G.)

Is a conditional behavioral intervention procedure needed? ❑ Yes ❑ No
Describe in accordance with M.R. 3525.2900 Subp. 3.G and 5.A.(1).

I. SPECIAL EDUCATION AND RELATED SERVICES TO MEET GOALS AND OBJECTIVES

Instruction or Service Provided	Site	Name of Service Provider	Frequency Per Week	Total Minutes Per Week		Service	
				Indirect	Direct	Start Date	Anticipated Duration
General Education		[redacted]					

Are extended school year services required for this pupil? ❑ Yes ❑ No
(If yes, attach extended school year justification as described in M.R. 3525.2900 Subp. 1.G.)

J. INTERAGENCY SERVICES

Agency Name	Name of Service Provider & Telephone Number	Frequency	Start Date	Duration	Interagency/Organization Linkages (identify funding, responsibilities, etc.)

BEHAVIORAL INTERVENTIONS: PARENTS NEED TO KNOW

Although most parents want their child to follow the regular school district building and discipline policy, it is important to consider whether that is a realistic expectation for the individual child.

- Agreeing to the school discipline policies means that parents are also agreeing that the stated consequences for violating discipline policies are appropriate to their child's needs.
- If the team feels the discipline policies are not appropriate for a pupil, the IEP should include a positive behavior plan that lists specific steps to be taken to deal with problem behavior, and to teach new behavioral skills.

If the use of a *conditional procedure* is proposed, the IEP team should:

- discuss the policies and determine the extent to which the pupil is able to follow the rules
- modify or eliminate those rules that are not appropriate due to the pupil's disability
- demonstrate for parents and the pupil the specific conditional procedure being proposed

In order to use a *conditional procedure*, the IEP team must:

- identify the frequency and severity of the target behavior for which the procedure is proposed
- identify at least two positive interventions that have been implemented to correct the behavior, and the effectiveness of each
- design and implement the procedure based on the pupil's present levels of performance, needs, goals and objectives

I. SPECIAL EDUCATION AND RELATED SERVICES TO MEET GOALS AND OBJECTIVES

In this section, each service the student will receive and the amount of time (in minutes per week) and frequency should be listed. The starting date for services, the name of the teacher, and the place or location where the service is to be provided also needs to be recorded.

SPECIAL EDUCATION AND RELATED SERVICES: PARENTS NEED TO KNOW

- *Special Education:* Specially designed instruction to meet the unique needs of a student with disabilities.
- *Related Services:* any specially designed services (not provided by general education or special education instruction) that enable a pupil to benefit from an educational program. Some examples are psychological services, occupational therapy, physical therapy, audiology, mobility training, etc.
- Special education instruction and related services provided to the pupil may be direct or indirect:
  Direct services are provided by a special education teacher or related services professional.
  Indirect services are provided through special educators consulting with or supervising general education teachers, the parents, or other persons who have direct contact with the pupil.

Are extended school year services required for this pupil? If a pupil is in need of services for an extended school year (during the summer months), this need for services should be discussed and the box signifying an extended school year (ESY) should be checked. Schools may not use a specific formula to determine whether a pupil needs ESY; instead, the program must be tied to the pupil's need for services, including delays in attaining self-sufficiency, the likelihood of significant regression, and the rate of probable recovery of lost skills.

J. INTERAGENCY SERVICES

Some school districts in Minnesota are developing "single plans of care" documents, much like the Individualized Family Service Plans for very young children that are used instead of the IEP. If your child is receiving services from a number of agencies that help support the efforts of the school staff, they may be written into this section of the IEP. If the school district believes that a child age 3 through 21 may qualify for a county service, the district may request (with parents' approval) that the county send a representative to the assessment team meeting or to the first IEP meeting following the assessment to help facilitate coordination of services. Upon request from the school district, the resident county shall provide a representative to assist the IEP team in determining the child's eligibility for services.

 Pupil's Name _____ ED-01878-03

K. ALTERED SCHOOL DAY

Has this pupil's school day been altered? ❑ Yes ❑ No

If yes, describe pupil's altered school day as per requirement M.R. 3525.2900 Subp. 3.E.

L. PLACEMENT DETERMINATION: LEAST RESTRICTIVE ENVIRONMENT (LRE)

Review setting options with parent(s). Check (√) the option selected.

Federal Settings for Early Childhood Special Education Only

__ I. **Early Childhood Setting** (Programs for children without disabilities)
__ II. **Early Childhood Special Education (ECSE)** (General school buildings or community based)
__ III. **Home** (Child's family or caregivers)
__ IV. **Part-Time Early Childhood or Home/Part-Time ECSE**
__ V. **Residential Facility** (Public or private in-patient basis)
__ VI. **Separate School** (Public or private day school)
__ VII. **Itinerant Services Outside the Home** (No more than 3 hours per week)
__ VIII. **Reverse Mainstream** (Include 50% or more children without disabilities)

Provide rationale for the selection of setting:

Check (√) option selected.

Federal Settings

__ I. **Regular Class** (Instruction in general education; or outside of the general education classroom, or in resource room, for less than 21 percent of the school day)
__ II. **Resource Room** (Outside the general education classroom for 60 percent or less of the school day and at least 21 percent of the school day)
__ III. **Separate Class** (Outside of the general education classroom for more than 60 percent of the school day)
__ IV. **Public Separate Day School** (Greater than 50 percent of the school day in separate facilities)
__ V. **Private Separate Day School** (At public expense for greater than 50 percent of the school day)
__ VI. **Public Residential** (Greater than 50 percent of the school day)
__ VII. **Private Residential** (At public expense for greater than 50 percent of the school day)
__ VIII. **Homebased/Homebound/Hospital** (Placement)

Provide rationale for setting selected and reasons for rejecting other options considered.

M. ACTIVITIES WITH STUDENTS WITHOUT DISABILITIES

For a pupil who is served in K-12 federal settings II through VIII above, check any activities in which the pupil will be participating with students who do not have disabilities.

❑ If all the areas below apply, check here.

❑ **Core Subject Areas of** _____ ❑ **Library** ❑ **Recess**
❑ **Art** ❑ **Physical Education** ❑ **Field Trips** ❑ **Lunch**
❑ **Music** ❑ **Assemblies** ❑ **Vocational** ❑ **Other**_____

If one or more of the above boxes (❑) are not checked, provide rationale.

List the extracurricular activities in which the pupil participates: _____

N. PRIMARY DISABILITY: ***STATE CODE:***

NOTE: Provide Notice of Special Education Services

Accompanies Page 5 of the IEP

K. ALTERED SCHOOL DAY

The length of a school day for a pupil with disabilities should be the same as a school day for students without disabilities. Any change from the length of the normal school day is a decision made by the IEP team (which includes the parents), based on individual needs, and may not be based on administrative convenience.

L. PLACEMENT DETERMINATION: LEAST RESTRICTIVE ENVIRONMENT (LRE)

The Least Restrictive Environment (LRE) for a student with disabilities is an educational setting that provides an appropriate program, including any special supports needed for the student, in as normal an environment as possible. A student with disabilities, whenever possible, should attend the general classes in the school and in the classroom that a pupil would normally attend if she/he did not have a disability.

Federal Settings for Early Childhood Special Education Only: This area will be filled in after the rest of the IEP is written. Schools must provide a reason for the choice of settings, based upon the needs of the child.

Federal Settings (for pupils in grades K-12): This area will be filled in by the school after the rest of the IEP is completed. The school district must provide a written reason for selecting the setting in which your child will receive services, based on the needs of your child.

M. ACTIVITIES WITH STUDENTS WITHOUT DISABILITIES

For any pupil who spends more than one-fifth of the school day in a special education setting (more than 1/5 in settings II through setting VII), there are other opportunities, such as lunch, assembly periods, field trips, and club activities, when he or she could participate in an integrated setting. It is important that the pupil interact as much as possible with students who do not have disabilities. The team should identify all opportunities for integration, and also encourage extracurricular activities.

LRE: PARENTS NEED TO KNOW

- Pupils with disabilities must have access to the variety of educational programs and services available to students/peers without disabilities.
- The team must justify any reason for the removal of the pupil from the school or the classroom he or she would ordinarily attend and clearly identify why the goals and objectives in the IEP cannot be achieved in the general classroom with supplemental aids and services.
- The pupil should not be placed in a classroom where other children are significantly older or younger.

N. PRIMARY DISABILITY State code:

Sometimes pupils receive services under more than one disability area. The primary disability is listed here.

ED-01921-03

NOTICE OF SPECIAL EDUCATION SERVICES

Pupil's Full Name: _____

ID: _ _ _ _ _ _ _ _ _ _ _ Birthdate: _ _ _ _ _ _

School: _____ Grade: _____

Dear _____: Month/Day/Year: _____

This notice is required whether or not you attended the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) Team meeting on _____ (month/day/year).

The team recommends that:

1. ☐ your child begins to receive special education services. The school district will not proceed without your written consent. (IEP or IFSP attached)
2. ☐ your child's special education placement or services be changed as noted in the IEP or IFSP. The school district will proceed with this change unless you object in writing within 10 school days of receiving this notice. (IEP or IFSP attached)
3. ☐ all current special education services be discontinued. The school district will proceed with this change unless you object in writing within 10 school days of receiving this notice. (Periodic Review or Exit Summary [M.R. 3525.1356] and other supporting documentation attached, if appropriate)
4. ☐ all special education services be discontinued. Your child is graduating from high school with a diploma. (Periodic Review and other supporting documentation attached, if appropriate)

The reasons for the above recommendations, the basis upon which they are made, and all factors affecting this decision are in the attached documents.

Comments:

Please read the enclosed PARENT RIGHTS AND PROCEDURAL SAFEGUARDS brochure, complete the "Parent Response" portion of this form, and return the original to me. Sincerely,

_____ _____ _____

Signature of IEP Manager or Service Coordinator *Position* *Telephone*

_____

Address

PARENT RESPONSE

Directions To Parent: Please check one of the options below, sign this form, and return the original.

A. ☐ I give permission for the school district to go ahead as proposed above.

B. ☐ I need further information. Please contact me to schedule a conference.

C. ☐ I do not give permission for the school district to proceed with this recommendation for my child's special education services. I understand that you will be contacting me to offer a conciliation conference or mediation where my concerns will be discussed. I also understand that I may choose not to participate in the conciliation conference or mediation and may proceed directly to a due process hearing.

_____ _____ _____

Parent Signature (or Pupil, if age 18 or older) *Daytime Telephone* *Month, Day, Year*

ENCLOSED: (Circle)
Parent Rights and Procedural Safeguards brochure
IEP or IFSP
Periodic Review of IEP or IFSP
Exit Summary
Supporting Documentation

Date received by school district

Copies: Due Process File
Parent
IEP Manager
Service Coordinator

Accompanies Notice of Special Education Services

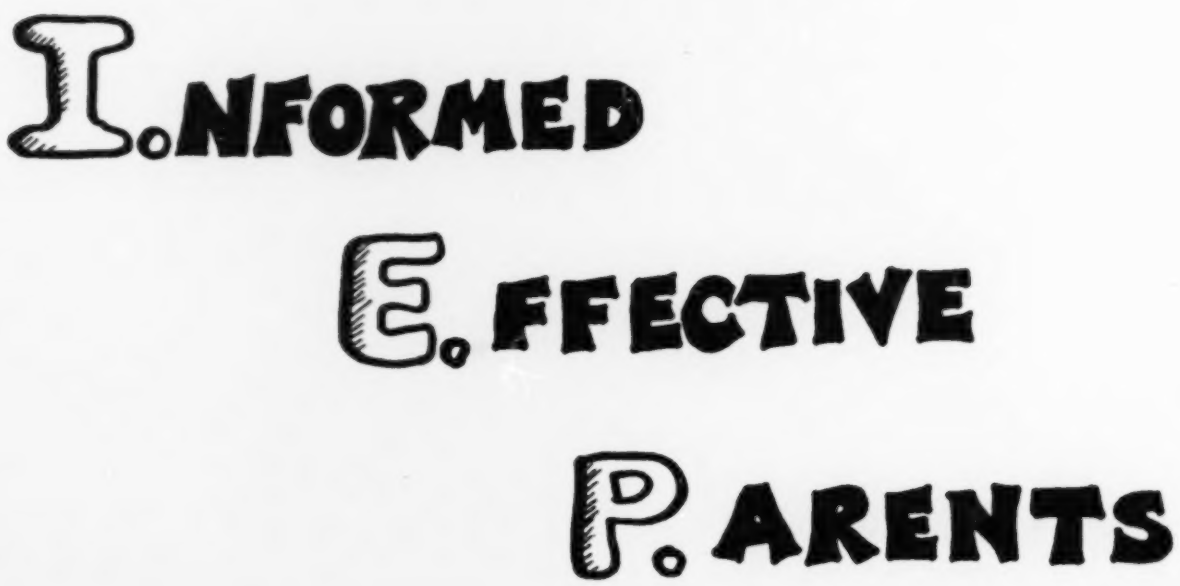
The form on the opposite page is the notice that many school districts use to inform parents about team recommendations following the IEP conference. There is a place for Parent Response at the bottom of the form.

SIGNING THE IEP: PARENTS NEED TO KNOW

The school will ask you to sign a separate form signifying your consent to the Individual Education Program (IEP).

- Your role as an active, involved parent is to sign "yes" or "no" to show you agree or disagree with the plan.
- You are not required to sign the form at the conference. The conference is the place for the team to discuss the development of the IEP, and parents are part of the team. Based on the team's discussions and decisions, the school should complete the total IEP, with all the necessary changes, and send it to you in the mail after the conference.
- If this IEP is your child's first (initial) IEP (or the first in a new school district), the program cannot be started without your signature.
- When it is not your child's first IEP, you must disagree in writing within ten (10) school days if you are not satisfied with the plan. If you do not respond, the school may proceed with the program of services that are in the IEP.
- PARENT RESPONSE:
  If you agree with the plan, indicate your consent by checking box A.
  If you do not agree with the plan and want more information, check box B to schedule a conference to discuss your concerns and the changes you feel are necessary.
  If you refuse to give permission for the district to proceed with the proposed IEP plan, you should check box C, and initiate the appeal process by asking for a conciliation conference.
- It is important to respond "yes" or "no" within the 10-day period or the school will start the program. It is best to respond in a timely manner.
- Your consent is voluntary. You may request an IEP conference at any time to consider any other options; your child's placement will not be changed until a new IEP is in place.

Remember, another meaning of IEP is:



Transition Grid

For transition planning, this grid can be helpful for incorporating pupil-based needs from any of the eight present levels of performance areas into the five transition areas.

	Jobs and Job Training	Recreation and Leisure	Post-Secondary Education and Training	Home Living/ Daily Living Skills	Community Living, Experience, and Participation
Intellectual/Cognitive Functioning					
Academic Performance					
Communication					
Motor Skills					
Sensory Status					
Health/Physical Status					
Functional Skills					
Emotional, Social, and Behavioral Development					
GOALS					

PACER conducts a variety of projects to assist families of children and young adults with disabilities, including:

- **Parents Helping Parents.** A parent training and information project that informs parents of children with disabilities from birth through age 21 of their rights and responsibilities in special education. Through parent workshops, training of trainers, and individual assistance, information and support, PACER helps parents understand the laws that guarantee their children the right to a free and appropriate public education, so that they can participate effectively with professionals in developing their child's individualized educational program.

- **Project for Parents of Children with Emotional or Behavioral Disorders.** Provides information to parents related to mental health, education, social services, or corrections issues. The Project maintains a directory of mental health services, and provides in-person or telephone assistance, workshops, written materials, and referrals to support groups or other parents.

- **Count Me In Disability Awareness Program.** Promotes understanding and acceptance of children with disabilities through a variety of activities, including puppet presentations about disabilities to school age children.

- **Let's Prevent Abuse Project.** Informs children and early childhood professionals about child abuse prevention through the use of puppets.

- **Project Youth and Project LOTS.** Provides assistance to youth with disabilities in transition from high school to the adult world and works to improve transition services throughout Minnesota.

- **Early Childhood Family Training Project.** Informs families about early intervention services available for children from birth through age five with disabilities.

- **PACER Computer Resource Center and Software Lending Library.** Helps parents and teachers of children with disabilities learn more about personal computers and how they can be adapted to help expand a child's horizon.

- **Multicultural Project.** Helps African American, Southeast Asian, Latino and other underrepresented parents to better understand their children's disabilities and find appropriate services to meet special needs.

- **Project PRIDE.** Informs and trains persons with disabilities, their family members and professionals about the Rehabilitation Act and related legislation.

- **Juvenile Justice Project.** Provides training and resources for professionals working with youth who have disabilities and may be involved in the juvenile justice system.

- **Family Strengths: Building Resilient Families.** Teaches diversity appreciation to children through the use of puppets. Includes English, Spanish, and Hmong parent resources. Developing Spanish and Hmong cultural program adaptations.

- **Surrogate Parent Services.** Provides training and assistance to persons who represent children with disabilities in the special education system when the child's parents are unknown or the child is a ward of the state.

- **Grandparents Program.** A program of support and information that enables grandparents of children with disabilities to better understand disabilities and support their children and grandchildren.

For more information on any of these activities, contact PACER Center.
PACER Center Co-directors are Paula Goldberg and Marge Goldberg. This booklet was prepared by the staff at PACER Center.

PACER Center (Parent Advocacy Coalition for Educational Rights) is an information, training and advocacy center for families throughout Minnesota who have children and young adults with disabilities. PACER's mission is to improve and expand opportunities that enhance the quality of life for children and young adults with disabilities and their families. For more information, call PACER at (612) 827-2966 (voice and TTY). Families in greater Minnesota may call toll-free, 1-800-53PACER.